



**THE LISTENING ABILITY OF THE ELEVENTH GRADE STUDENTS
OF MAN 2 KUDUS TAUGHT THROUGH DRAMA
IN ACADEMIC YEAR 2011-2012**

**By
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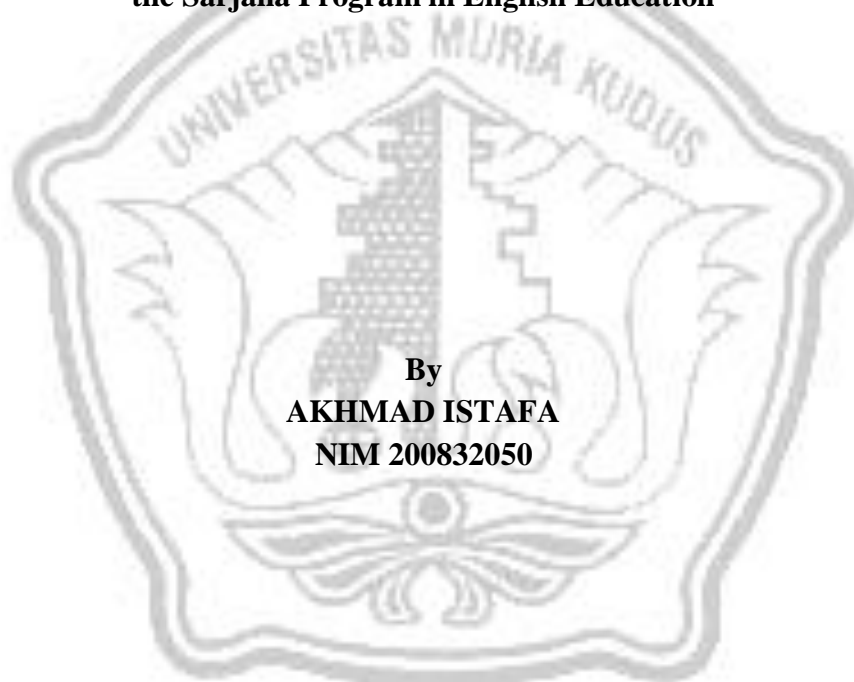
**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

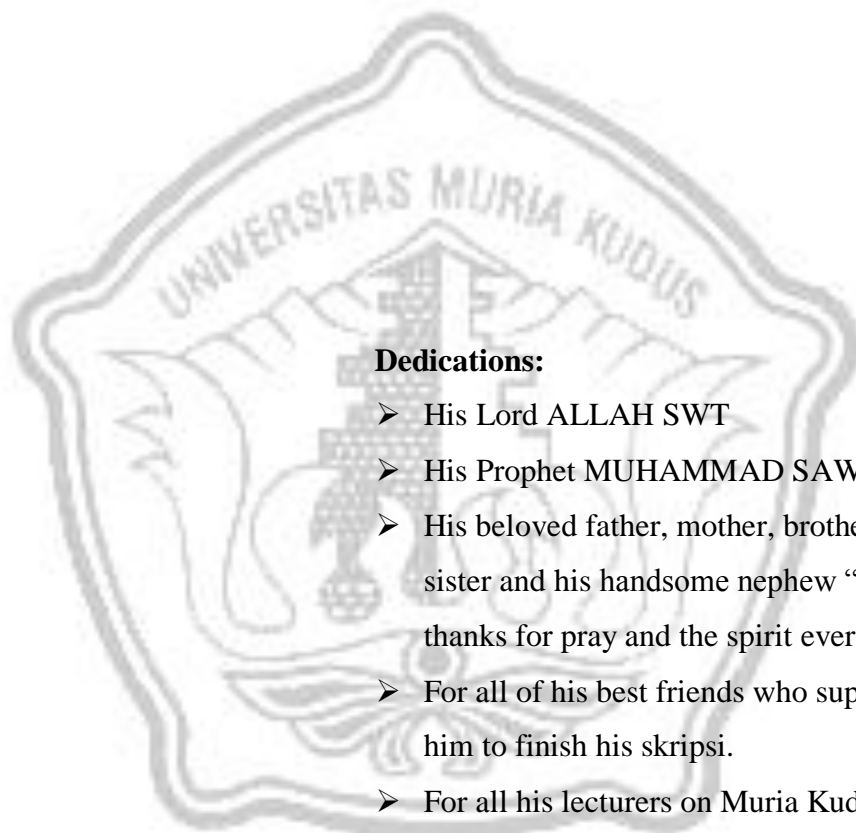


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MOTTO AND DEDICATION

- ❖ Pray, try and effort are keys to achieve the success.
- ❖ Being patient and being accurate are supporting success.
- ❖ Don't judge the book by the cover



Dedications:

- His Lord ALLAH SWT
- His Prophet MUHAMMAD SAW
- His beloved father, mother, brother, sister and his handsome nephew "Adis", thanks for pray and the spirit every day.
- For all of his best friends who support him to finish his skripsi.
- For all his lecturers on Muria Kudus University.

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Akhmad Istafa has been approved by the thesis advisors for further approval by the Examining Committee.

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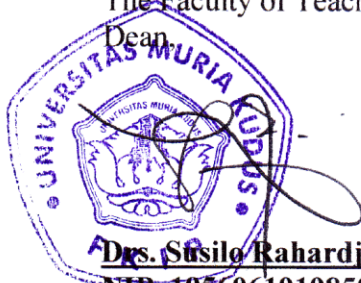
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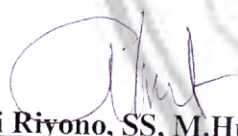
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Kudus, 11 August 2012

Akhmad Istafa

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ABSTRACT

Istafa, Akhmad. 2012. *The Listening Ability of the Eleventh Grade Students of Man 2 Kudus Taught through Drama in Academic Year 2011-2012*. Skripsi. Department of English Education, Faculty of Teacher Training and Education, University of Muria Kudus. Advisors: (i) Rismiyo, S.S, M.Pd, (ii) Nuraeningsih, S.Pd, M.Pd.

Key words: Listening Ability, Technique, Drama.

Listening is one of English skills and it is one of the ways to learn English. Listening is more than merely hearing words. Listening is an active process from responding to spoken. Teaching listening skill is one of the most difficult skills for any ESL teachers. There are some problems in listening, not only the problem from internal factors that influence listening ability, but also the problems come from external factors too, like enjoyable in learning process, technique of teaching listening, and motivation of the students to listen English conversation. It is because there are many students who get some difficulties in understanding a monologue text. Thus, it means that the English teacher should use an interesting technique of teaching that can make the students more active in classroom. Drama is one of suitable technique that can be used by the teacher in teaching English. Because by using drama technique, students more active in the classroom and they feel fun and enjoyable in teaching learning process. So, drama hopefully can improve the listening ability of the students.

The objective of the research is to know whether or not there is a significant difference of the listening ability of the eleventh grade students of MAN 2 Kudus between before and after being taught through drama in the academic year 2011-2012.

This study is an experimental research. This experimental research uses one group design, because it is done in only one group without control group. The population used in the research is the eleventh grade students of MAN 2 Kudus in the academic year 2011-2012 in the even semester. The population of the eleventh grade students is more than one hundred (360 students), so the researcher uses purposive sampling. The researcher gets XI science 04 as an instrument of the research which total of students are 28.

The researcher uses Narrative text as the material, because based on the KTSP curriculum, the listening material for the eleventh grade students in MAN 2 Kudus in the even semester, consist of four units that include the short monologue

texts and short functional texts which involves in the form of narrative texts, past continuous tense, report speech, and understanding poetry. The researcher prepares 25 questions of completing sentence of narrative text.

The result of the experiment shows that the calculation of t-test, with the level of significance 5%, the Degree of freedom (Df) 27, and t-table (t_t) 2.06, the t-observation (t_o) obtained is 12.37. In other words, t-observation is higher than t-table ($t_o > t_t$). In detail, the listening ability of the eleventh grade students of MAN 2 Kudus in the academic year 2011-2012 after being taught through drama categorized is “good”. It is showed by the mean of the test is 85.18 and standard deviation is 5.42. It is higher than the Mean of the listening ability of the eleventh grade students of MAN 2 Kudus before being taught through drama in the academic year 2011-2012 which is 69.5 and standard deviation is 7.39. It is categorized as “sufficient”.

Therefore, it can be concluded that there is a significant difference between the listening ability of the eleventh grade students of MAN 2 Kudus before and after being taught through drama in the academic year 2011-2012. Thus, the researcher suggests that the teachers can use drama in teaching listening because it proved that it works well in improving the listening ability of students. The students should be more active, confident, and enjoyable in doing the task and gaining the knowledge. The students should motivate and improve their ability, so they can do the task well.

ABSTRAKSI

Istafa, Akhmad. 2012. *Kemampuan Mendengarkan dari Siswa Kelas XI IPA 2 MAN 2 Kudus Diajarkan melalui Drama Tahun Ajaran 2011-2012*. Skripsi. Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i)Rismiyanto, SS, M.Pd, (ii) Nuraeningsih, S.Pd, M.Pd.

Kata kunci: Kemampuan Mendengarkan, Teknik, Drama.

Mendengarkan adalah salah satu keterampilan bahasa Inggris dan itu adalah salah satu cara untuk belajar bahasa Inggris. Mendengarkan lebih dari sekedar mendengar kata-kata. Mendengarkan adalah proses aktif dari menanggapi percakapan percakapan. Pengajaran keterampilan mendengarkan adalah salah satu keterampilan yang paling sulit bagi setiap guru ESL. Ada beberapa masalah dalam kemampuan mendengarkan, tidak hanya masalah dari faktor internal yang mempengaruhi kemampuan mendengarkan, tetapi juga masalah yang datang dari faktor eksternal juga, seperti suasana yang menyenangkan dalam proses belajar, teknik pengajaran tentang mendengarkan, dan motivasi siswa untuk mendengarkan percakapan bahasa Inggris. Hal ini karena ada banyak siswa yang mendapatkan kesulitan dalam memahami sebuah teks monolog. Dengan demikian berarti bahwa guru bahasa Inggris harus menggunakan teknik yang menarik dari pengajaran yang dapat membuat siswa lebih aktif di kelas. Drama merupakan salah satu teknik yang cocok yang dapat digunakan oleh guru dalam mengajar bahasa Inggris. Karena dengan menggunakan teknik drama, siswa akan lebih aktif didalam kelas dan siswa merasa senang dan nyaman pada saat proses belajar mengajar. Jadi, drama diharapkan dapat meningkatkan kemampuan mendengarkan siswa.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan signifikan dari kemampuan menyimak siswa kelas XI MAN 2 Kudus antara sebelum dan setelah diajarkan melalui dramapada tahun akademik 2011-2012.

Penelitian ini merupakan penelitian eksperimental. Penelitian eksperimen ini menggunakan satu desain kelompok, karena dilakukan hanya dalam satu kelompok tanpa kelompok kontrol. Populasi yang digunakan dalam penelitian ini adalah siswa kelas XI MAN 2 Kudus pada tahun akademik 2011-2012 di semester genap. Populasi siswa kelas XI lebih dari seratus (360 siswa), sehingga peneliti menggunakan purposive sampling. Peneliti mendapatkan XI IPA 04 sebagai instrumen penelitian dengan total siswa 28.

Peneliti menggunakan teks naratif sebagai materi, karena berdasarkan kurikulum KTSP, bahan materi kemampuan mendengarkan untuk siswa kelas XI MAN 2 Kudus pada semester genap, terdiri dari empat unit yang mencakup teks-teks monolog pendek dan teks fungsional pendek yang terlibat dalam bentuk teks naratif, past continue tense, pidato laporan, dan pemahaman puisi. Peneliti menyiapkan 25 pertanyaan untuk melengkapi kalimat dari teks naratif.

Hasil penelitian menunjukkan bahwa perhitungan *t-test*, dengan tingkat signifikansi 5%, Derajat kebebasan, (Df) 27 dan t-tabel (t_t) 2,06, t-observasi (t_o) diperoleh adalah 12,37. Dengan kata lain, t-observasi lebih besar dari t-tabel ($t_o > t_t$). Secara rinci, kemampuan mendengarkan siswa kelas XI MAN 2 Kudus setelah diajarkan melalui drama pada tahun akademik 2011-2012 dikategorikan "baik". Hal ini ditunjukkan dengan rata-rata dari tes ini adalah 85,18 dan standar deviasi 5,42. Ini lebih tinggi dari rata-rata kemampuan mendengarkan siswa kelas XI MAN 2 Kudus sebelum diajarkan melalui drama pada tahun akademik 2011-2012 yang merupakan 69,5 dan deviasi standar 7,39 yang ini dikategorikan sebagai "cukup".

Oleh karena itu, bisa disimpulkan bahwa ada perbedaan yang signifikan antara kemampuan mendengarkan siswa kelas XI MAN 2 Kudus sebelum dan setelah diajarkan melalui drama pada tahun akademik 2011-2012. Dengan demikian, peneliti menyarankan bahwa guru dapat menggunakan drama dalam mengajar mendengarkan karena terbukti bekerja dengan baik dalam meningkatkan kemampuan menyimak siswa. Para siswa menjadi lebih aktif, percaya diri, dan senang dalam melakukan tugas dan memperoleh pengetahuan. Para siswa harus memotivasi dan meningkatkan kemampuan mereka, sehingga mereka dapat mengerjakan tugas dengan baik.

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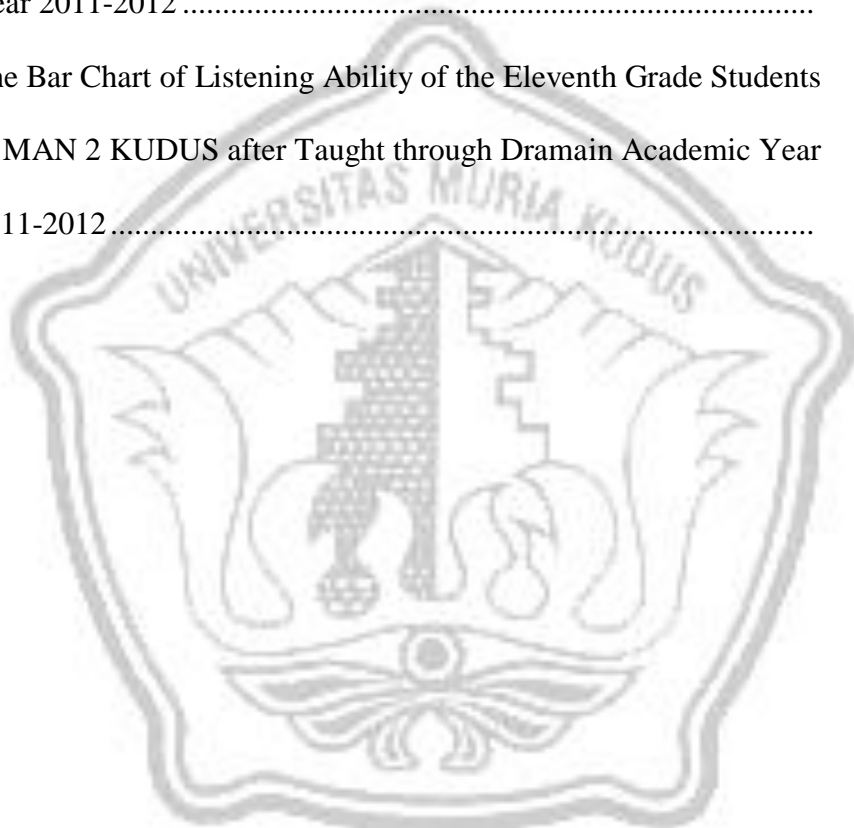


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